

The Effect of Personality Traits on Adult Learners' Vocabulary Learning

Submitted By:

JannatAra

ID: 13263003

BRAC University

Department of English and Humanities
66 Mohakhali, Dhaka- 1212

Submission on: 8th August, 2015

The Effect of Personality Traits on Adult Learners' Vocabulary Learning

A Thesis

Submitted to the Department of English and Humanities

In Partial Fulfillment of the

Requirements for the Degree

Of

Master of Arts in English

BRAC University

Acknowledgement

First and foremost I would like to thank Almighty for giving me the opportunity to carry out the study and for not losing my heart at any stage of my research. I would like to express gratitude's to my research supervisor S.M MohibulHasan, for opening the door of my opportunity to do the research under his sincere guidance. I would like to thank all of my friends and especially those participants who helped me to do my research.

.

JannatAra

ID: 13263003

Abstract

Personality traits are known as one of the feature of interpersonal communication and the form of communication is most important for social interaction. It never occurs in any to people in exactly the same way. This is the area of personality factors and the relation of personality traits to vocabulary learning. In language learning learner can take the advantage of vocabulary learning through the social interaction. Without profound knowledge of vocabulary learners performance in the language skills will be declined. The present study tried to investigateto find out the result how personality traits effects on learners vocabulary learning for adult learner in Bangladeshi context. To find out the results questionnaires were formed and there was question to take the interview. Based on the learners performance on the questionnaire and interview there are different group of personality traits, like-extravert, introvert, risk-taker, self-confident, conscientiousness, outgoingness, assertiveness, agreeableness etc.

It has been reported that assertive, outgoingness, extrovert, risk-taker are the better vocabulary learner rather than the introvert and confined person. The result of this study may help adult Bangladeshi learners to develop their positive personality skills and achieve success in vocabulary learning. This present study tries to investigate the possible impact of personality traits on vocabulary acquisition.

Key words: personality traits-extravert, introvert, confident, vocabulary learning, their effects and relationship.

Table of contents

Chapter	Pages
Chapter One Introduction	1
Chapter Two Literature Review	
2.1 Early Studies.....	3
2.2 Eysenck's view.....	3
2.3 Trends from 1980-1990:.....	3
2.4 Most influential theory was focused by Furnham and Krashen.....	4
2.5 Allport's view	6
2.6 Trends from 1991-1999.....	7
Chapter Three Research Methodology	
3.1 Introduction:.....	9
3.2 Research Design:.....	9
3.3 Participants:.....	9
3.4 Sample and Sample Size of the Study:.....	9
3.5 Sampling Procedure.....	10
3.6 Data Collection.....	10
3.7 Method of the research:.....	10
3.8 Setting.....	11
3.9 Data Analyzing Process:.....	12
Chapter Four Discussion and Results Findings	
4.1 Discussion and Findings	13
4.2 Extraverts Vocabulary Learning.....	18

4.3 Introverts Vocabulary Learning.....	19
---	----

4.4 Limitations of the study.....	19
-----------------------------------	----

Chapter Five Conclusion

References.....	22
-----------------	----

Appendix

Appendix 1	24
------------------	----

Appendix 2	27
------------------	----

.

Chapter One

Introduction

Bangladesh is a monolingual country in the educational curriculum English is the second mandatory language because of its global nature. Students who studied the graduation level emphasized on different parts of the English especially on vocabulary learning. It is not something that anybody can be master of it within few days it expands for lifetime. Several possible aspects of personality and vocabulary learning have been proposed over the year. This study sets out to examine a relation in personality variables specially extroversion and introversion with vocabulary acquisition in Bangladeshi context. Few parts of this study disagree with the previous research. This study is primarily concern with the personality traits and vocabulary acquisition and their effects. It is all known that individuality is one thing and extrovert is another. Personality traits are hierarchical organized, with more specific traits - talkativeness, sociability, enthusiasm etc. In the learning of vocabulary extroversion tend to follow the note-taking strategies and it has been more or less covered by the previous studies directly or indirectly. A learner can differently learn and acquire vocabulary words due to their personality variables.

Independent, confident learners -Chamot - (1999, p.1), Independent and confident learners are the better language learner. It is generally assumed that introverts hamper language learning where extravert operates with it. With the different personality traits different vocabulary strategies is also described here. There is no significant difference between the two modes—incidental and intentional learning. In vocabulary acquisition- Implicit learning is generally defined as “learning without awareness of what is being learned” (Schmidt 1994: 139; DeKeyser (2003: 314). Rieder (2003: 28) regards, incidental vocabulary learning is the implicit learning where it happens without learner’s awareness. Learners are unconscious when its’ going to happen. Meara (1994: p. 3726-3728) claimed incidental learning is different from the intentional learning which is different by the teacher to students and to acquire the vocabulary learners keeps

them involved in different learning activities. But the following issue shows that what strategies learners are going to use in the vocabulary acquisition.

This study also can show that why students behave differ in different activities in the classroom and also want more opportunities to participate in free conversation to express their wishes.

This study also opens the sector of a presumed relation between personality factors and vocabulary learning. Some studies have found that learners' success in language learning is associated with extroversion such as assertiveness and adventurousness, while others have found that many successful language learners do not get high scores on measures of extroversion".

After knowing the learners' degree of extroversion, more or less it may predict that both extroverts and introverts appeal to others for assistance when meeting new words. This study examines the potential impact of learner personality characteristics on their L2 vocabulary acquisition.

Research Questions:

The present study set out to seek answers to the following questions:

1. Do different personality traits have any effects on Bangladeshi adult learners' vocabulary learning?
2. Are there any similarities, differences or effects between Bangladeshi learners personality traits and learners vocabulary knowledge?
3. What is the relationship between learner's personality traits and vocabulary levels?
4. How do extroverts and introverts are differing in terms of the learner's vocabulary acquisition?

Chapter Two

Literature Review:

2.1 Early Studies

Relationship between personality factors (specifically extroversion) and second language learning can be traced back to the early seventies.

2.2 Eysenck's view

More extroverted learners are inclined to relate new words to synonyms and antonyms; this interpretation has been reported by M.W. Eysenck (1975) who found that extroverts produce L1 associations more quickly than introverts. It has been found that L1 influence L2 learning.

According to Eysenck introverts are the better language learner. First he hypothesized that, in the phenomena of human brain extroversions are not positively correlated with language learning.

Lilly Wong-Fillmore (1979) found that observant learners get more success. They speak less and observe anything deeply, try to organize it in their way, usually they keep themselves busy in their own way.

Tomaszczyk (1979, p. 108) mentioned that in the vocabulary acquisition dictionary doesn't depend on the learner's proficiency level but on the language skills how it was practiced in the vocabulary acquisition because all the learners doesn't preferred dictionary usage.

Eysenck's view is one of the important views in learner's personality factors and later it was followed by different theorists. It is most important in the research of learner's vocabulary level that is also found later in Laufer's (1998) vocabulary learning.

2.3 Trends from 1980-1990:

Most influential theory was formed by Furnham and Krashen

Krashen (1981a, cited in Ellis, 1985, p.120), argues that an outgoing personality may contribute to 'acquisition'. It seems that extrovert learners are oriented to the outer world more rather than introverts, extroverted learners are more successful language learners in acquisition rather than introverts by getting more practice and participation.

[Allport's view 1937 and it also has been generated later]

Personality studies have been the core of the study of human psychology for more than 150 years. Eminent psychologists like Freud, Skinner and Allport focused their studies on human personality. In SLA the study of the relation of personality and language learning has been the subject of scholars like Krashen (1985), Skehan (1989), Gass & Selinker, (1994) etc.

The classroom learner may also benefit from being extroverted by getting more practice in using the L2 vocabulary (Ellis, 1985, p.120).

Allport's view was generated more or less after 1980's. According to Mischel (1986), Allport argued that trait may not be common for all people and it cannot be proved by the comparison because personality is varied from person to person and two people cannot respond identical same. It has been found that there are also problematic issues in vocabulary acquisition. One trait may be positive for someone and the same may be negative for another one like – from social abilities extrovert learners try to learn something by interaction where the introvert try to keep themselves alone. With the different personality traits, one's mother tongue also affects the second language vocabulary acquisition actually it interferes the second language.

Furnham (1990) concludes that introverts are more careful with speech and more focused on vocabulary form where extroverts talk more impulsive and takes more risks in their speech than introvert learners.

2.4 Trends from 1991-1999

According to Stern's (1991) extravert accelerates more in language learning where introverts hampers language learning and most of the time introverts withdraw them from the social interaction.

Communication is not possible without least knowledge of vocabulary. Vocabulary learning has two main parts: deliberate vocabulary learning, and incidental vocabulary learning (Day,

Omura&Hiramatsu, (1991; Ridder, 2002). When they communicate there should have any minimum vocabulary item as if they can take it as their input.

Nation (1993) referred that, vocabulary depends on the learners deal with the language of the text where learners may be extrovert or introvert.

Extroversion /introversion stands out among the other learning styles as a continuum but as mentioned by Eysenck & Chan,(1982,p.154,cited in Ellis,1994,p.520), it is possible to identify idealized types. "Extraverts are sociable, like parties, have many friends and need excitement; they are sensation-seekers and risk –takers, like practical jokes and are lively and active. Conversely introverts are quiet, prefer reading to meeting people, have few but close friends and usually avoid excitement."

Ehrman (1996,p.99) referred that extroverted tends to link new words who have been described as the auditory learner's rather than the visual learner's, they are more inclined to relate new antonym and synonym with the vocabulary word.

Carrell, Prince and Astika (1996) found that except that the introverts performed significantly better than the extroverts on the vocabulary and there were no other direct relationships between personality and language performance measures.

According to Sokman (1997,p.225) it is not possible for the students to learn all the vocabulary what does he/she need and it occurs that time when learners are the recipients of the instruction because it mostly depends on the interaction. Different factors enhance learners' vocabulary; pronunciation etc. and an individual traits influence it. It can be claimed that vocabulary acquisition is no longer a neglected aspect of language learning.

According to Nunan, autonomous learner can operate everywhere like- classroom, teacher and out if the classroom (1997, p.193).

Schmitt (1997, p.205) involves the social strategies for different categories when learners wants to learn the new word meaning without the help of a person's experience.

Crozier (1997) referred different important personality traits in individual differences among learners as anxiety, motivation, self-confidence, aggressiveness etc. Anxiety makes them

nervous and hampers their learning process; it makes them confused when they try to learn new vocabulary item- is it right or wrong. Self-confidence and integrative motivation makes them proficient learner. Extrovert learner integrates themselves with the targeted group and culture. They can make their learning way easier as well as vocabulary learning.

Laufer and Paribakht (1998, p.369) referred L2 learners relationship with active and passive vocabulary which is interesting and unexplored and it has been unsubstantiated where passive vocabulary is larger than the active vocabulary.

To estimate students' passive vocabulary level different task was accomplished by Laufer (1998) and these results show that – in vocabulary learning if it is the matter of different strategies extrovert encourages the practices in real or quasi-real communication where introverts need to be trained in communication.

It can say that in that time Laufer's view was appreciate able because he tried to find out learners active and passive vocabulary level through different procedure and later developed by utilizing his formulas.

Recent Studies:

2.5 Trends from 2000:

Some researchers believe that, in language achievement there is no priority between extroverts and introverts. One recent research carried out by Wakamoto (2000, cited in Adamopoulos, 2004) represented that more than introversive counterparts extroverts resort to "functional strategies" and "social affective strategies". These functions refers that extroverts tend to take more advantage to be more social and they use to learn by interaction with others and also try to remove or lower their anxiety in the time of language learning. Naturally extroverts can take more chances to develop their inter-language if it is compared with introverts.

2.6 Among the recent studies Brown's view is most remarkable

According to Brown (2000, p.146) it has been answered by the SLA researchers that language success causes high self-esteem or high self-esteem cause language success.

Nation (2001: p 24–30) uses reception and production categories to define a learner's word knowledge. He divides it through – to know the form, to know the

meaning and the usage of the word. It also require that to learn the vocabulary learner also need to learn both the written and spoken form.

Brown (2001) referred that extroverts are more intended to focus on meaning rather than form and this is to be the linked with success of L2 acquisition.

Saemian (2001) refers the impact of extroversion/introversion on vocabulary learning.

Researchers claim that young children are more active in language learning because most of the time they learn it through their playing. Extrovert child shows more interest in any field and involved them in different activity which is most essential for their language learning. Extrovert learners input is rich rather than introvert. Children's learn vocabulary quickly than adults, their vocabulary sometimes reflects rather specific, sometimes general.

According to Mourik, 2006 (cited in the world encyclopedia), Introverts deal with long term memory and problem solving task where extroverts adapt themselves with other people and the objects of the world.

According to Razmjoo and Shaban (2008) in English proficiency (includes vocabulary) there is no meaningful difference between extrovert and introvert students.

Haan and Reed (2010: 75–76) refers, in the verbal feature of vocabulary learning interactive engagement facilitate learners incidental vocabulary learning.

Chapter Three

Research Methodology

3.1 Introduction:

Research methodology includes things that make research a systematic process or mechanism. Research methodology justifies and clarifies the means and ways as to how researcher attempts to conduct the research. Methodology is the procedure of research techniques. It is the logic of scientific investigation Ram Ahuja,(2002, p. 353). It is the science of methods of research and the method of logical description.

The materials which are used in this research are as follow:

3.2 Research Design:

This chapter introduces the research. According to Ellis (1994) different aspects of vocabulary demand different acquisition and different strategies of learning. Rossier (1975) found out that in the language learning personality variables plays a significant role whether it is extraversion or introversion. This chapter explains the method of the research to find out how the personality traits effects on vocabulary acquisition. It will also describe participants, sample, setting, nature of the research, instruments, procedure etc.

The participants are instructed to mark their answer “yes” or “no” option or to fixed option- strongly agree, agree, neutral, disagree, strongly disagree.

3.3 Participants:

The participants of this research are adult students. The initial participants of this study were 20 students, most of them are graduates. The researchers felt these students would be more capable of providing mature and accurate response base on the questionnaire.

3.4 Sample and Sample Size of the Study:

A sample is a part of population which is studied in order to make inferences about the whole population. It means that sampling is a method of obtaining data of a particular population by investigating only a representative part of them. Here population or the universe is the whole field or area of observation to which the researcher is seeking information. Methodology of a research has to clearly define the sample and the sample size of the study. Here the participants of the research are the representative of the whole adult student of Bangladeshi Colleges and Universities. Agresti (1969) suggests that sample must be large to give a good representation.

3.5 Sampling Procedure:

The way samples are selected is called sampling. There are certain procedures of sampling the population e.g. purposive, random, sampling through frequency distribution and so on. The present study has followed random sampling while selecting the respondents. In random sampling all populations have same chance to be selected in a study. Morris (1998) suggests that the advantage of random sampling is that it is easy to apply when a big population is involved.

3.6 Data Collection:

The data from this study came from two sources: the first is questionnaire and the second is interview. Questionnaire is the easiest way for collecting huge amount of data and interview was taken only to observe them. Here they were free to speak spontaneously on the topic. In this way, it was easy to find out how the participants learned vocabulary or would like to learn and it helped to get authentic data for the research.

Both primary and secondary sources of data have been followed in this study. Primary sources are those where data has been gathered from direct source rather than secondary source to obtain original information Brown(1988, p;2). Here, data has been collected from a group of students where they are learning English, for this reason it is a primary source. Books, various documents, journals, websites, research reports, research articles etc. have been considered as a secondary source of data.

3.7 Method of the research:

The procedures consist of sequential steps which include a review of related research, population and sample selection, development of the study instrument, procedures of data collection, and data analysis. Quantitative method has been applied to measure the impact of “personality traits on vocabulary acquisition” on students in second language learning throughout the questionnaires and interview.

3.8 Setting:

In this section researcher provides some information on the setting of the study like-subjects, age, field etc. For doing the survey researcher requested students to participate in the survey and most of them are eagerly participated on the survey and they shared their opinion and experience. Before the data collection students were informed the aim of the study. It was informal and students were interested but it was not easy to find out what the researcher wanted to through the questionnaire and interview. There were no fixed time to answer the questions.

3.9 Data Analyzing Process:

In this study there are 16 questions. The participants are instructed to mark their answer “yes” or “no” option or to fixed option-strongly agree, agree, neutral, disagree, strongly disagree. The data is analyzed question wise one by one. At the end of the analysis there is a comment for every question’s answer. For every question, there is pie chart and table after that; there is a comment which clearly shows the actual percentage. Some data are analyzed through logically. The percentage has been done only base on the questionnaire not on the interview and the percentage shows the difference between the different personality variable. There were also asked to answer the volunteer questions, it was necessary for this study to find out the required result, to do this only the questionnaire is not enough. Questions answer will show how their personality is and how it effects on their vocabulary learning. Questionnaire was mainly based on the vocabulary acquisition, through the vocabulary acquisition researcher tried to find out the personality traits.

Chapter Four

Discussion and Results Findings

4.1 Discussion and finding

This section analyses the collected data according to the two methods applied in the present research: questionnaire and interview. Researcher tried to find out the result of personality traits on vocabulary acquisition through the questionnaire and interview. These are based on both the different factor of personality and vocabulary acquisition.

1. Group work is really helpful to vocabulary acquisition according to 40% of the students, 35% of them thinks that group work is helpful but not always it helps sometimes. 25% of them referrers that they don't get any help from the group it is the waste of time.

Most of the time student like forming groups (form their own groups) and taking part in team activities, they thinkthat it gives them the opportunity to imply their vocabulary. They are interested about others and in relating themselves to other group members. The data shows the result that group work is preferred by the extrovert learners and they like to talk and assert themselves where introverts try to confine themselves or try to learn by their own ideas and thinking. When all the members are involved in the learning it makes them feel more comfortable and encourage them in their learning.

2. One of the ways that students do to learn their vocabulary when they get the new difficult words. This data revealed that 55% of the student claimed to use an English dictionary and at the same time the 35% of them mentioned that they use to try to ask others and 10 of them ignore it.

The results of the data showed that most of the student preferred dictionary to learn the vocabulary, most of the dictionaries arebilingual for this reason learner's preferred the dictionary. They are like the introvert learners because they can't take the risk like the extroverts who are more confident of their learning and don't feel hesitate to ask others what they don't know. Looking up words in a dictionary provided the most accurate answers. By asking someone else looking it up in a dictionary is safer. It is

worth attempting to guess the word on context or to ask others rather than dictionary. They are the receptive learner.

Here, mainly the findings show that learners were not confident about their learning.

3. 30% of the student agreed that they learned enough vocabulary words to communicate and 20% strongly agreed. 25% were neutral and others were not agreed with this statement. They define themselves in terms of their performance.

Most of the participants mentioned that it is really important for them to do things well and they are really embarrassed when they don't say anything right. That time they try to accomplish their work according to their ability. In a sense, in the category of personality they are perfectionists; they try to do their best until they don't get their required success. Students who agreed to this, had a positive mindset and did not consider failure as an outcome. In the time of vocabulary because of their personality they tried to learn their best.

4. The fourth one shows that 45% of the student mentioned that environment doesn't have effects on their learning, 15% thinks it's a big issue in vocabulary learning and the other parts think it affects on their learning. Actually it depends on person to person how they are going to take the situation in their learning.

Vocabulary related to the students' environment is really important. Here, this reference is not abstract but concrete. Student can easily understand the new vocabulary without any translation into their mother tongue. In this environment the acquisition of the new language is easier because the affective filter is down. Sometimes it's not a big deal that can adapt themselves with any environment and also can take input. Introverts can't adapt themselves to the new environment; they are totally opposite to extroverts.

5. 40% student agreed that learning vocabulary in the classroom is the easiest way then according to 30% the second easiest way is discussion, 20% think it's friends and 10% is on newspaper, movie etc.

People who are open to discussion are intellectually curious and willing to try new things, they are more interested in learning and are more aware. This trait is marked

by the engagement with the external world, when they get the more opportunity to interact they get the more opportunity to apply their vocabulary knowledge or to get the more input. There are learners who think that classroom is the easiest way to learn vocabulary. It may be the personality trait of –tolerance of ambiguity, where people gather information in perceptive or a receptive way (Brown, 2000). People/learners who have friends are extrovert because they are more concerned to share their feelings and ideas and others are introverts, they are reserved in social situations and they need more time to alone. They fail the necessity to learn the vocabulary. Kuppens (2010: 75–76) demonstrates that subtitle TV programs or movies has a significant effects to learn the new vocabulary words in this data 10 --- of the participants agreed with it. It also improves translational skills, most of the time it has been supported by the introvert learners. Li and Brand (2009: p.79–80) shows the music group in the vocabulary learning where there is higher achiever group, songs has positive effects on learning. It does not mean that it would be the mixture of song-based conventional teaching. It works in language learning because it has the interest from hundreds of years and can also recall the verbal information. To learn the vocabulary Murphey (1990a: 233) supports pop songs. According to him it attributes special meaning that is related with their own lives as well as Allmayer (2010: 297) emphasizes. It can promote vocabulary acquisition because it contains short texts with the conventional language. It is also the combination of auditory and visual learner.

6. The percentage of the learner who uses the new vocabulary most of the time is 23%, 45% are those who make the usage sometimes, never usage it 11% and 21% always do this. They are the combination of the of the entire learners' personality. Several participants emphasized how to use the words properly, who use it most of the time they are risk takers. They have the ability to take the risk using the words. Learners' try to believe in the abilities tend to take more risks and go outside of their comfort zone. Some learners try to use new-ly learned words in their day to day communication and they eventually overcome their problems.

7. In classroom most of the time 35% of the students ask the teacher to translate the vocabulary words to their mother tongue, 55% of them agreed they ask sometimes and 10% agreed that they never ask the teacher to teacher to translate.

For most of them it becomes comfortable and easy when it translates into mother tongue.

More extroverted learners tend to ask the teacher because their personality allows them to ask it; frequently they are more social as well as their activity. When teachers are providing the definition or translating or helping them it may reflect the learners' conscious attempt to deal with the vocabulary in their required language. Teachers are encouraging them to learn or to use the vocabulary in the classroom. It has also been appeared that most of the university students supposed to ask the teacher, they are the more experienced learner, more important for these learners to have meaningful learning experiences on their own. Other learners who try to avoid the translation they learn the meaning of words in isolation without paying much attention to the relations that words form with each other. Being an experienced learner they try to learn the Vocabulary without translation. Use of translation abandoned when they become more proficient. "Knowing a word means knowing (among other things) the network of relations it forms with other words, either collocationally, or in terms of semantic fields or collocationality" (cited in Zarei&Kosha, 2003, p. 138). This statement supports the previous statement.

8. In this section most of the participants 65% agreed that word card is a good strategy to learn vocabulary acquisition for sometimes and 10% think it helpful as always where 25% never thinks it as a helpful way to the vocabulary.

It has been support by those participants who wants to learn the vocabulary without any hesitation; only wants to learn the words. Word card is a form of decontextualized learning that means there is no context to help the learners to understand the meaning (Nation,2001:297).It makes the connection between word form and meaning who find it difficult to learn the vocabulary easiest way to memorize the meaning of the new word. When they are getting the connection between the forms and meaning it revealed their intellectual curiosity, they never get tired of learning new things.

9. From the participants, who are agreed to take the risk and who don't have any comments of regarding this matter their amount is same 30%. 20% strongly agreed that without taking the risk it's not possible to learn vocabulary and others were no agreed in this statement.

In terms of risk-taking the learners undeniable involves risk and they get nervous. To learn the vocabulary acquisition risk-taking has been support by the most of the participants, it means the avoiding of isolation. According to the most of the participants it is related with the idea of self-confidence. It has a positive impact on second language proficiency. Learners try to learn and practice the vocabulary words or expression in which upon they are not completely sure and with this words and expressions they have learned. Most of the time risk-takers are the extraverts' learners. When they are taking the risk they are coming out from the fear of mistakes and embarrassments. To the vocabulary acquisition it's an important factor because it helps the way to develop high communicative competence. It involves in various social situation.

10. Students were asked to show their confidence in vocabulary learning. Approximately half of the participants mentioned that they are the confident learner. They are confident in their learning of vocabulary. 25% were neutral and others disagreed with it.

Who are the self-confident persons are not confident in naturally, sometimes it has been grows by the learners when they want to really do their best. They believe in positive reinforcement keep confident to them how would they can achieve themselves. In the field of vocabulary acquisition self -confidence is related with the self-esteem. It is the positive personality traits which has positive effects on vocabulary acquisition. An extroverted characters and self -confidence push students forward in their learning of a second language. The more anxious a person becomes, the less language input he or she gets.

- 11.

More than half of the participants 56% strongly agreed that social adaptation is a great source to learn vocabulary, 18% were also with them, 19% were neutral and the left part decline it. According to the participants point of view from the social adaptation they are getting more input for their vocabulary because they are getting the opportunity to adapt themselves with the different situation, culture as well as person.

When a person is not communicating enough, he/she can't learn the vocabulary through the communication which is the best implication of language learning. Outgoingness and sociability were generally perceived as being essential for the development of vocabulary. Personality traits affects their ability and to compete with others for resources. In social adaptation they are getting all the traits where extroverts were show off, agreeable person express affection, introverts confined themselves. One trait is going to influence other and going to effects on learners' vocabulary acquisition.

From the discussion of data analysis and results findings a summary can be bring here into two points through extroversion and introversion

12. 55% of them agreed with this statement that they use the physical action to learn the vocabulary and 45% denied this statement that to learn the vocabulary physical action or gesture is necessary.

Body language facilitates the process of meaning to understand. More experienced learners tend to make any gesture to learn the vocabulary they think that it will help them to retain their memory for long time. They feel the necessity to learn the vocabulary through it. Learners are likely to apply their own principals or rules in the time of their vocabulary learning. It's like the total response method.

4.2 Extraverts' vocabulary learning

Extroverted learners tended to use less vocabulary notebooks to learn the vocabulary. According to the extroverts it shows the negative relationship because most of the time they deny to use it. For vocabulary acquisition extroverted learners inclined to use association strategies more that the introvert learners. Extroverted learner's become more involved in the deep level mental processing in new vocabulary acquisition, to memories'

the new vocabulary in long term memory is really difficult for them and they crave for it because the extra general activity generates for it. Extroverted subjects produced faster than the introverts. They are less worry about their accuracy. Stern (1983:, p.79) it may be the half -truth that extroversion facilitate or hamper the language learning but it has been proved that it is the systematic investigation of language learning.

4.3 Introverts vocabulary learning

Introverts are fond of books rather than the people, they preferred dictionary in the time of vocabulary learning, it does not mean they like to read it means that they have low sociability; especially more asking others for meaning. Introverted learners preferred to use more vocabulary notebook. Introverts are better often having listening abilities, they can understand a lot more than what is being said. They also have the wider possible vocabularies that they don't generally use. Introversion refers to the tendency to withdraw from the situation.

From the data what has been collected researcher came to understand that most of the learner's learn the vocabulary with their clear goals whatever any plans or something plays in his mind.

4.4 Limitations of the study

There are also some limitations in this research:

It has known that as a category of a learner extraverts are auditory learners and introverts are visual learners. "Vocabulary learning from listening has received much less attention" (Read 2000:47). In this sense from the listening part they are getting less attention or input in vocabulary learning. When they are getting less input the feedback will also be poor. That does not support the other research where introverts are giving less feedback and taking poor input. Generally, vocabulary gains are modified internationally in the input groups. It is misleading to take for granted that extravert students are more capable in language learning specially vocabulary learning because most of the time it is the perception nothing else –when one is talking less that does not mean he/she does not know.

There was a difference between the extravert and introvert participants but in there effects on vocabulary acquisition were totally different as like as interaction.

Chapter Five

Conclusion

This research sets out to examine a relation in personality variables specially extroversion and introversion with vocabulary acquisition in Bangladeshi context. The author disagrees with some previously held beliefs. Some parts of this study disagree with the previous research.

One trait may be positive for one and negative for other. But it has been agreed by most of the researchers that a person who has higher social abilities can achieve more success and happiness in his learning. The result of this study confirmed that different personality behaviors have a significant impact on Bangladeshi adult learner's vocabulary acquisition. In a word, it may be said from the observed case studies and theories that personality traits significantly influence learner's vocabulary learning, especially extroverts acquire better than the introverts (shy people) because they are typically quiet and reserved those who avoid interaction. This research also identified the assertiveness of the personality factor which can make positive changes to increase learners self-confidence and others improvement.

Lightbown & Spada mentioned that meaning is the best way of interaction and student can understand the meaning by their critical thinking and analyzing power (2006, p. 95). A good learner is confident on his ability to success. As Callahan (2000) suggests extrovert show the interest on external world and introverts prefer to reflect their inner side. They are also good in the writing ability.

Learners who are risk-taking, good guessing strategies, attention to both form and meaning, easy and early adjustment to a new language are the higher achiever in vocabulary acquisition others are average.

Most of the researcher found that vocabulary acquisition is the most crucial part in language learning for a learner, it does not matter what trait of personality he or she has. After all everyone is extraverted and introverted in some degree of vocabulary acquisition but not the degree will be same always. The overall analysis of the study shows that extroverts are the better language learner with the outgoing personality for more tolerance to take risk than the introverts except the matter of organization who are more conservative and more self-conscious. It is not only in vocabulary learning but also in any sector of learning.

References

- Ahmadian, D. M., &Yadgari, H. R. (2011).The Relationship between Extraversion/Introversion and the Use of Strategic Competence in Oral Referential Communication□. *Journal of English Language Teaching and Learning*, 222.
- Alemi, M., &Tayebi, A. (2011).The Influence of Incidental and Intentional Vocabulary Acquisition and Vocabulary Strategy Use on Learning L2 Vocabularies.*Journal of Language Teaching and Research*,2(1), 81-98. doi:10.4304/jltr.2.1.81-98
- Brown,D. H. (2000). *Principles of language learning & teaching* (4th ed.). New York: Longman
- Carter, A. (1989). Vocabulary acquisition.*Aila review-revue de l'aila*, 6.
- Cervatiuc, A. (2007). Personality Characteristics Associated with successful Second Language Acquisition. *Philological Jassyensia*, 3(2), 201-211.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Gan, Z. (2011). An Investigation of Personality and L2 Oral Performance.*Journal of Language Teaching and Research*,2(6), 1259-1267. doi:10.4304/jltr.2.6.1259-1267
- Ghazal, L. (n.d.). Learning vocabulary in EFL context through vocabulary learning strategies.*NovitasRoyal:research on youth and language*, 1(2), 84-91.
- (2011). *TheIranian EFL Journal*, 7(6). Retrieved from ISSN On-line: 1836-8751
- JafarpourBoroujeni, A. A., Roohani, A., &Hasanimanesh, A. (2015).The Impact of Extroversion and Introversion Personality Types on EFL Learners' Writing

- Ability. *Theory and Practice in Language Studies*, 5(1), 212-218. Retrieved from <http://dx.doi.org/10.17507/tpls.0501.29>
- Krashen, S. D. (2002). *Second language acquisition and second language learning*. Pergamon Press Inc.
- Marin-Marin, A. (2005). Extraversion and the Use of Vocabulary Learning Strategies among University EFL students in Mexico.
- (2011). *Modern Journal of Language Teaching Methods (MJLTM)*, 1(3).
- Prentice, C. (2008). *Trait Emotional Intelligence, Personality and the Self-Perceived Performance Ratings of Casino Key Account Representatives* (Unpublished doctoral dissertation). Victoria University.
- Schwarz, M. (2001). 2012. *Learning with Lady Gaga & Co. - incidental EFL vocabulary acquisition from pop songs*.
- Won, M. (2008). *The effects of vocabulary instruction on English language learners: a meta-analysis* (Unpublished master's thesis). Texas Tech University.
- Won, M. (n.d.). *The effects of vocabulary instruction on English language learners: a meta-analysis*. 2008.
- Zafar, S., & Meenakshi, K. (2012). Review of PhD Theses on the Role of Personality in SLA. *English Language and Literature Studies*, 2(1). doi:10.5539/ells.v2n1p94
- ZHENG, Y. (2010). *Chinese university students' motivation, anxiety, global awareness, linguistic confidence, and english test performance: a causal and correlational investigation* (Unpublished doctoral dissertation). Queen's University, Ontario, Canada.

Appendix

Appendix-1

All the students' first language is Bangla and they are learning English as a second language in different Universities and Colleges. They are the student of Jagonnath University, Daffodil University, BRAC University, Dhaka College and Tejga College. Different department students participated in this research like, English, Architecture, BBA, Economics, and CSE etc. Language proficiency level, therefore, was not controlled. The age ranges of those percipients are 24-28. Most of the participants were female but there were no significant difference.

Questionnaire:

1. Group work is really helpful to learn the vocabulary-----
 - a. Always c. sometimes c. never

2. I am not worry very much about when the difficult words found because I-----
 - a. Ignore them b. ask friends or classmates c. use the dictionary

3. Do you think you learned a lot of vocabulary words to communicate?
 - a. Strongly agree b. agree c. neutral d. disagree e. strongly disagree

4. How helpful do you think the environment in helping you learn new vocabulary words?
 - a. Really it effects on learning b. doesn't effects on learning c. sometimes it is a big issue
5. Which one of these makes it easier to learn new vocabulary words?
 - a. Friends b. classroom c. discussion d. movie, music, magazine, newspaper
6. When I learned the word I pay close attention to its new usage and new meaning
 - a. Most of the time b. sometimes c. never d. always
7. In classroom I asked the teacher to translate the words-----
 - a. Most of the time b. sometimes c. never d. always
8. Using word cards is a good strategy to learn new vocabulary----
 - a. Always b. sometimes c. never
9. Risk-taking has positive effects on your learning.....
 - a. Strongly agree b. agree c. neutral d. disagree e. strongly disagree
10. You are confident in your progress of vocabulary learning-

- a. Strongly agree b. agree c. neutral d. disagree e. strongly disagree

11. Social adaptation can be a source of vocabulary acquisition

- a. Strongly agree b. agree c. neutral d. disagree e. strongly disagree

12. Do you use physical actions to learn the vocabulary?

- a. Yes b. no

13. I have no intention of talking to other without any reason

14. When I make any mistake to use the vocabulary

15. How would you describe yourself?

16. How did you learn vocabulary?

Appendix-2

1.

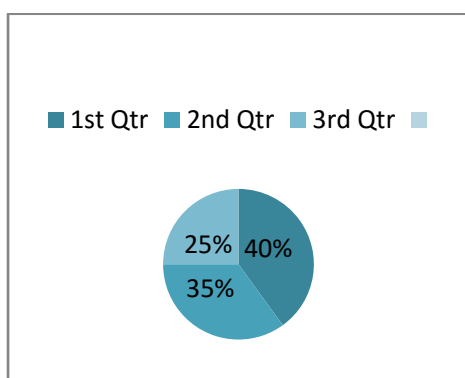


Chart: Group work is really helpful to learn the vocabulary-----

2.

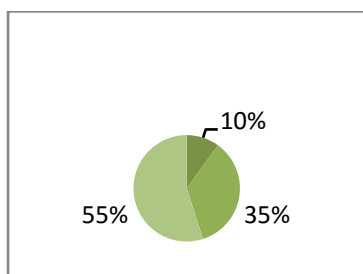


Chart: I am not worry very much about when the difficult words found because I-

3.

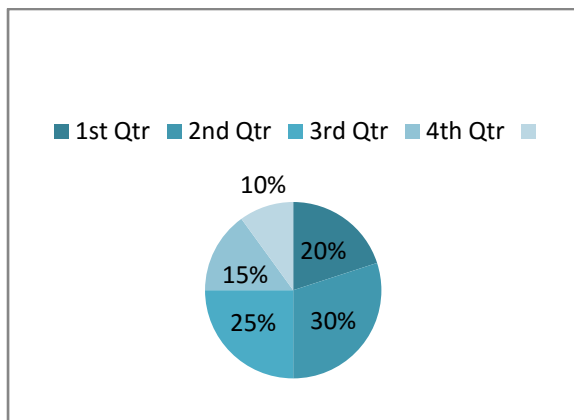


Chart: Do you think you learned a lot of vocabulary words to communicate?

4.

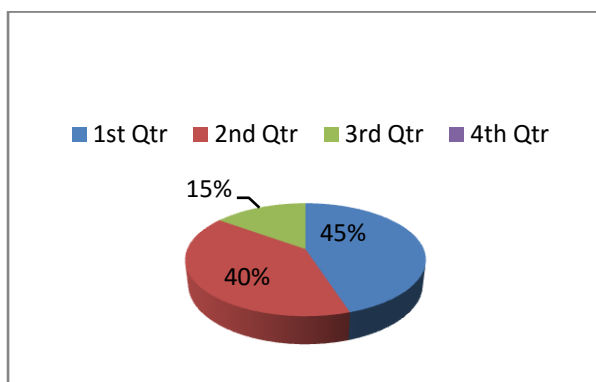


Chart: How helpful do you think the environment in helping you learn new vocabulary words?

5.

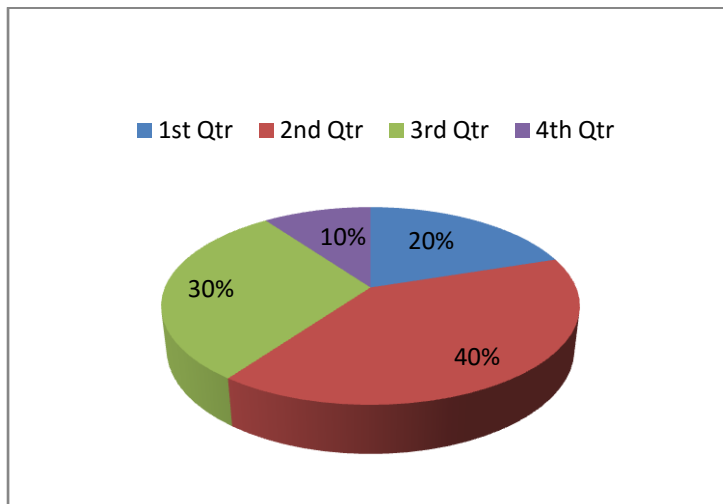


Chart: Which one of these makes it easier to learn new vocabulary words?

6.

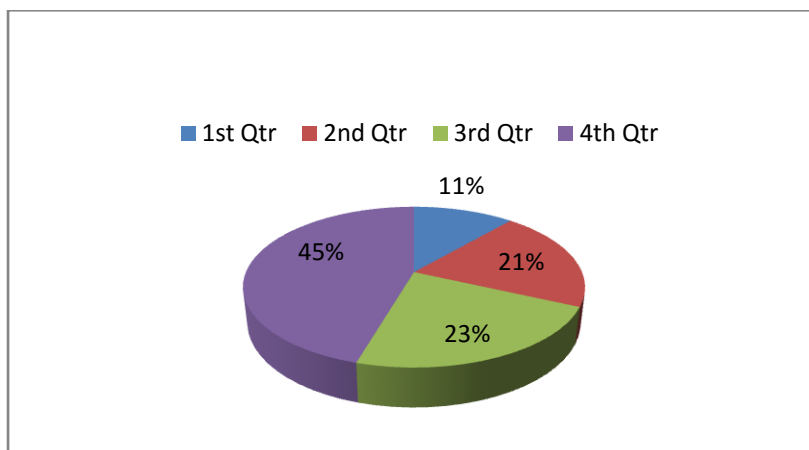


Chart: When I learned the word I pay close attention to its new usage and new meaning

7.

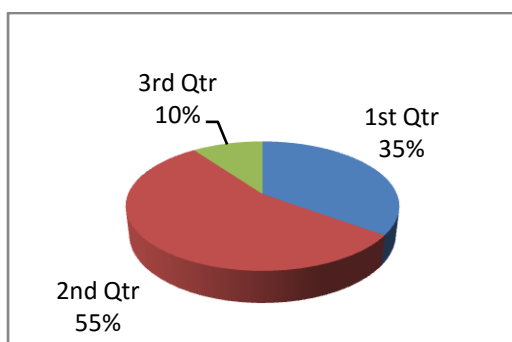


Chart: In classroom I asked the teacher to translate the words-----

8.

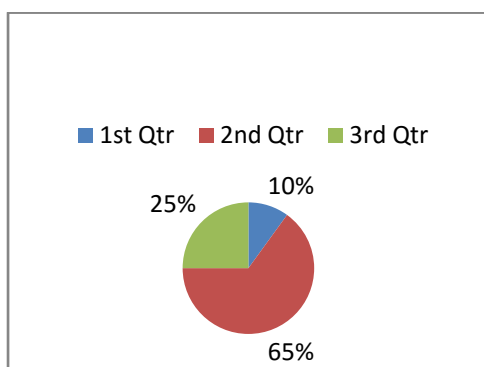


Chart: Using word cards is a good strategy to learn new vocabulary----

9.

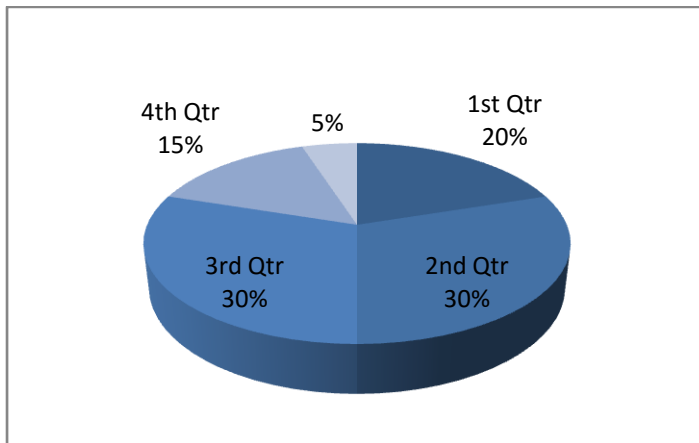


Chart: Risk-taking has positive effects on your learning

10.

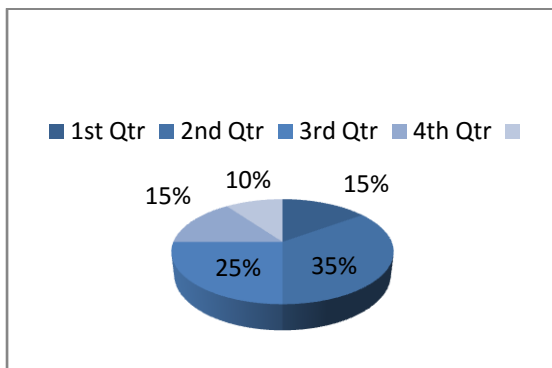


Chart: You are confident in your progress of vocabulary learning-

11.

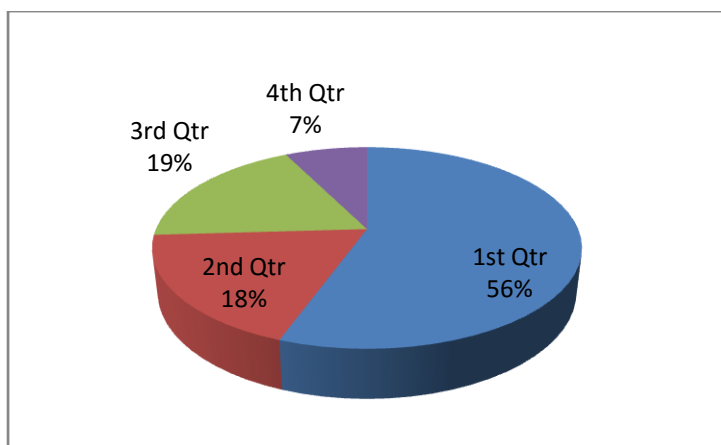


Chart: Social adaptation can be a source of vocabulary acquisition

12.

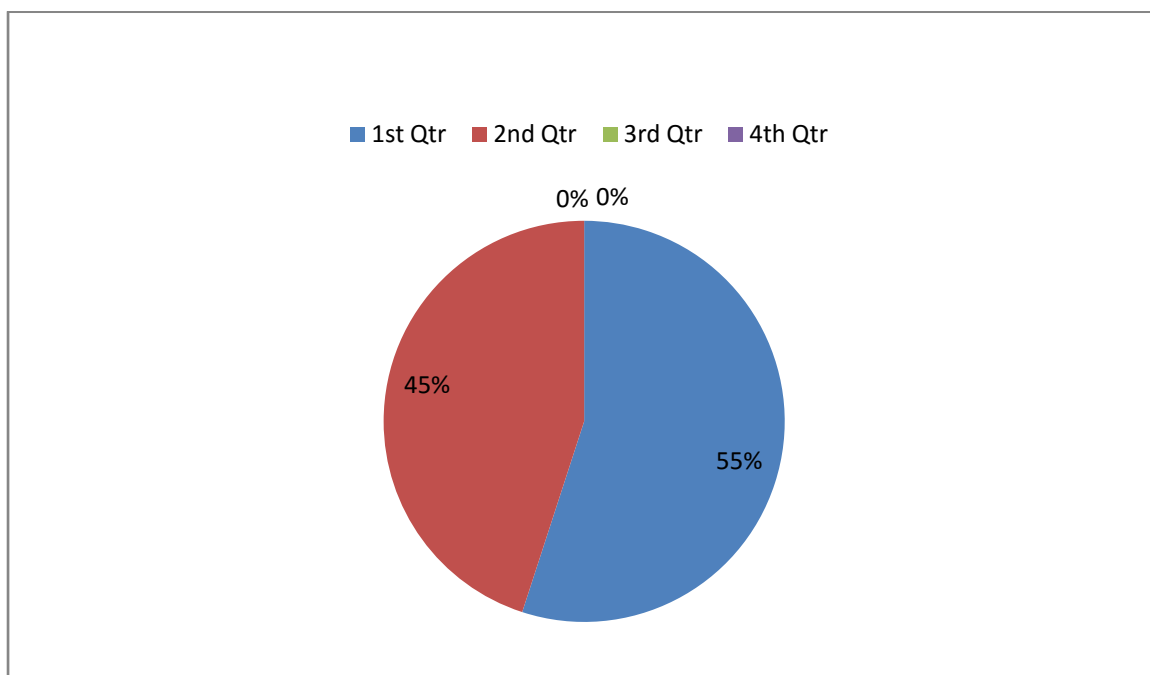


Chart: Do you use physical actions to learn the vocabulary?